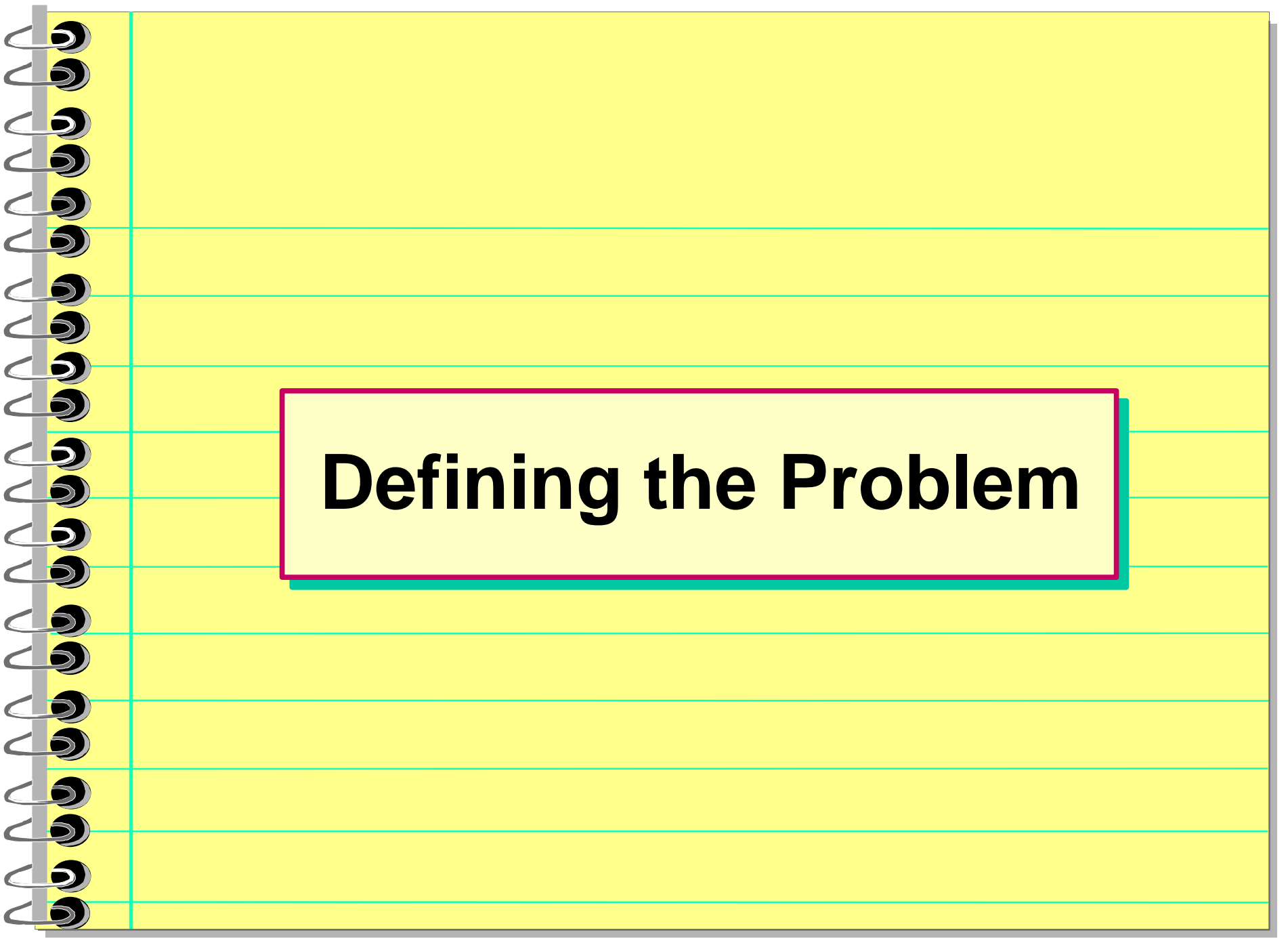


HISPANIC DROPOUT PROJECT

DATA BOOK

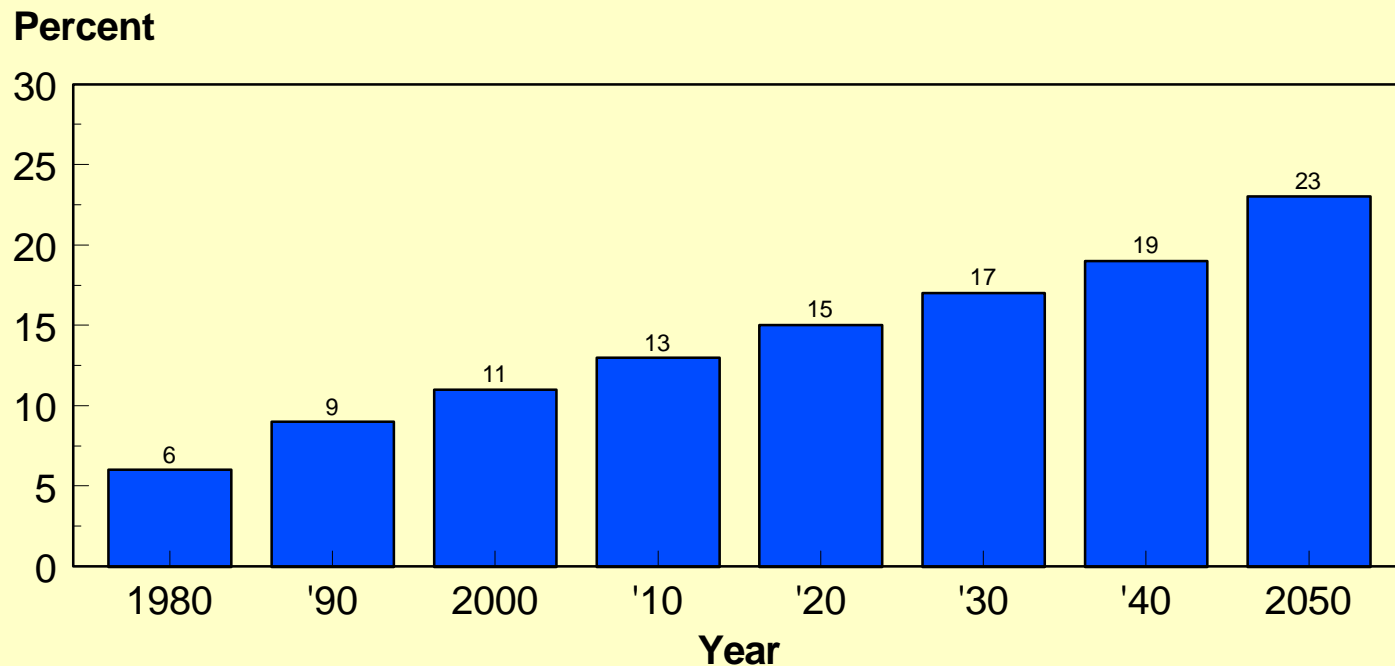




Defining the Problem

Hispanics were about one of every ten Americans in 1990--and may be one of out of every five in 2050.

**Hispanics as a Percent of Total Population:
1980 to 2050**



Source: U.S. Census, Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin: 1992 to 2050, 1992, and U.S. Census, Statistical Abstract of the United States: 1995, 1995.

Introduction

For the Garcia family, school success has been disappointing. Of a hard working family of 10, only 4 graduated from high school in the 1950's and 1960's. In the 1970's and 1980's, 17 of 28 of their offspring graduated from high school. That's not much change in a generation for this American family: over 40 years it has had a consistent 40 to 60% high school dropout rate.

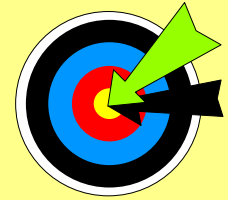
Hispanics consistently remain among the most undereducated major segment of the U.S. population. While educational attainment rates have improved somewhat, Hispanics continue to enter school later, leave school earlier, and receive proportionally fewer high school diplomas and college degrees than other Americans.

Three basic facts summarize the data presented on the following pages:

1. Hispanics have among the highest dropout rate of any major segment of the American population.
2. While dropout rates have fallen for other groups of students over the past decade, there has been no declining trend in the proportion of Hispanics who drop out.
3. While many immigrants have not completed high school, Census data suggest that those in the second or subsequent generation born-in-the-USA have higher dropout rates than does the first generation born-in-the-USA. Hispanics at every level of English proficiency have higher dropout rates than their non-Hispanic peers. The extent to which immigrants who enter U.S. schools early in life drop out only accentuates the inability of U.S. schools to provide effective support for students making the geographical and cultural transition.



NATIONAL EDUCATION GOALS



Goal 2 - The high school graduation rate will increase to at least 90%

Objective:

The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

- The Nation's Governors and President, adopted at the "Education Summit," 1989; enacted into federal law in 1994

The personal, social, and economic costs of inaction are escalating because:

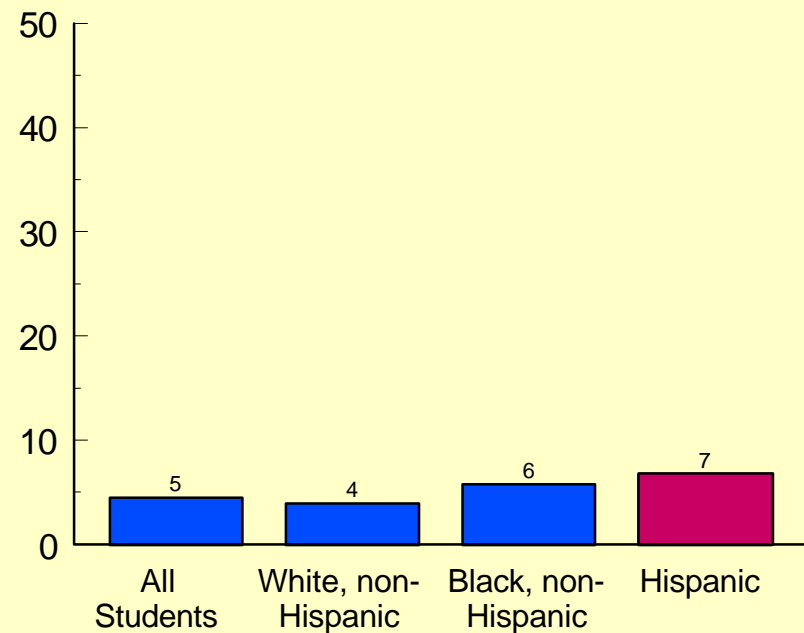
- ★ The proportion of Hispanics among our nation's **students** is rapidly growing
- ★ In tomorrow's **workplace fewer and fewer dropouts will find employment.**
- ★ Upgraded workforce skills are vital for America to compete in the **evolving world economy**.
- ★ **To participate meaningfully** in society, to vote intelligently, to make intelligent consumer choices, people need to possess more sophisticated knowledge and skills than any other time in our nation's history.
- ★ As the number of America's **senior citizens** grows, labor force productivity and income must grow to help meet the needs of senior citizens.
- ★ **Tomorrow's children** will be powerfully impacted by their parent's income and knowledge.



Annual Event Dropout Rates

Definition: Annual event rates measure the proportion of students who drop out in a single year without completing high school. Annual rates reveal how many students are leaving high school or junior high each year, and how each year's rate compares with the previous year's rates. They provide information only on the students in school that year. They can provide useful process information on how effective schools are in having enrolled students remain in and complete the academic program. **Note:** This is the dropout rate that is typically reported by individual schools.

**Annual Dropout Rate from Grades 10 to 12
Students 15-24 Years Old, October 1993
Percent**

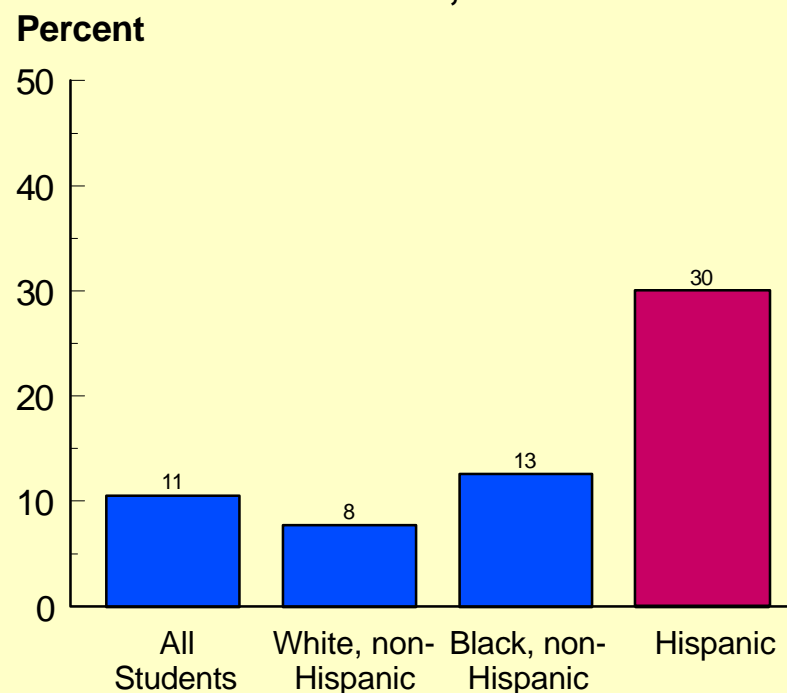


Sources: NCES: *Dropout Rates in the U.S., 1993*; *Condition of Education, 1993*; and *Condition of Education, 1994*. The *Condition of Education* groups Puerto Ricans with "foreign born."

Status Dropout Rates

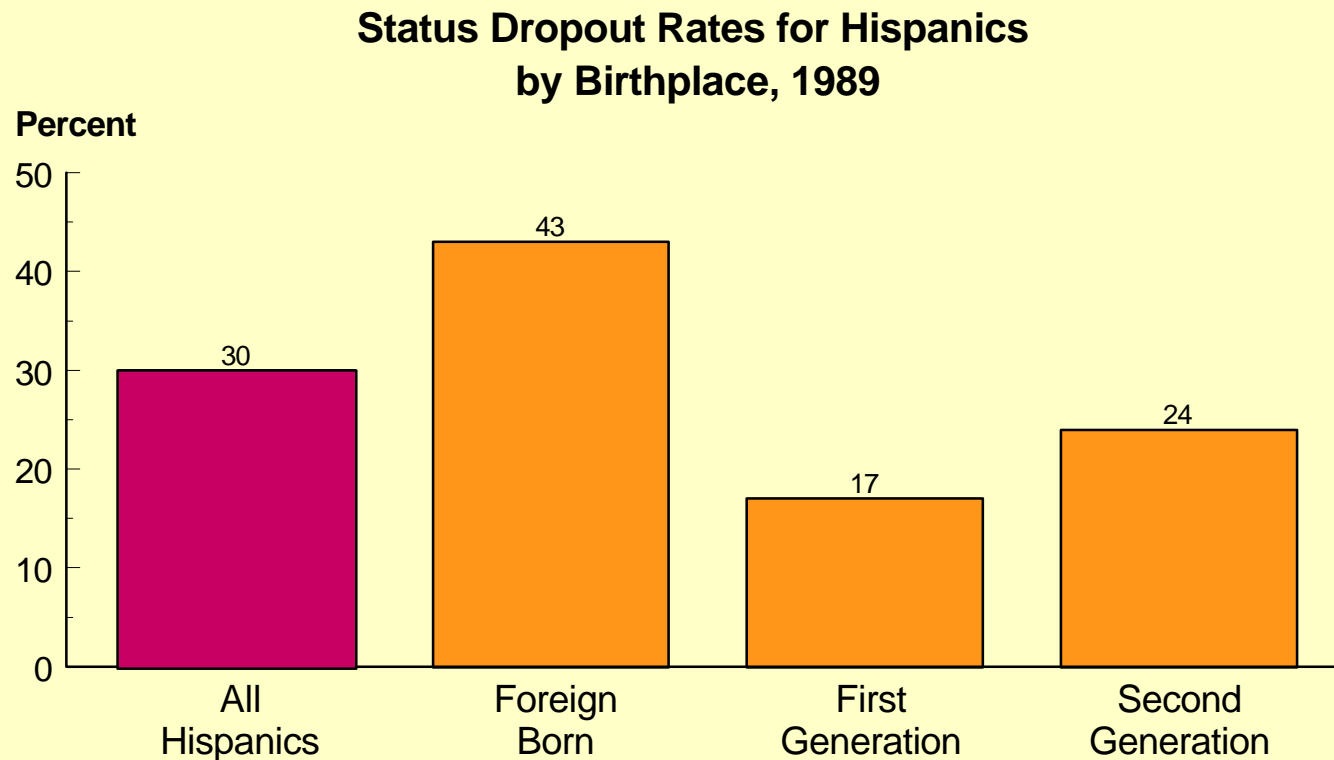
Definition: Status rates measure the proportion of the total population who have not completed high school and are not enrolled at one point in time, regardless of when they dropped out. (Sometimes the data are limited to certain age ranges.) Status dropout rates reveal the extent of the dropout problem in the population (including older individuals who left school decades ago and immigrants who may have had little or not contact with U.S. schools). Status dropout rates suggest the magnitude of the total challenge for further training and education that will permit these individuals to participate more fully in the economy and the life of the nation. **Note:** The status dropout rate is the rate reported by the U.S. Department of Census.

**Status Dropout Rate for Students Aged 16-24
October, 1994**



Sources: NCES: *Dropout Rates in the U.S., 1993*; *Condition of Education, 1993*; and *Condition of Education, 1994*. The *Condition of Education* groups Puerto Ricans with "foreign born."

Hispanic status dropout rates are highest for foreign born students.



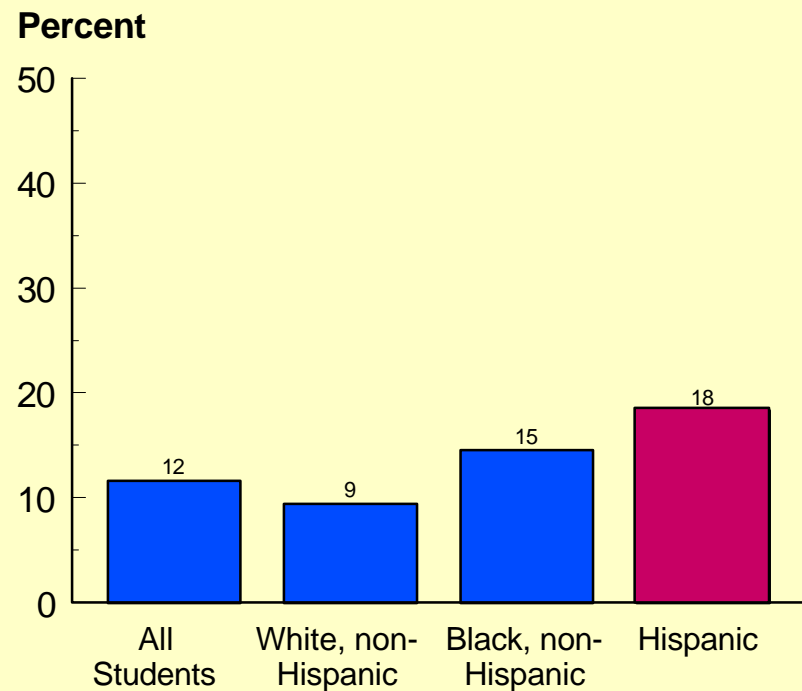
Note: "Second Generation" refers to those born in the U.S. with parents who were both born in the U.S.

Sources: NCES: *Dropout Rates in the U.S., 1993*; *Condition of Education, 1993*; and *Condition of Education, 1994*. *The Condition of Education* groups Puerto Ricans with "foreign born."

Cohort or Longitudinal Dropout Rates

Definition: Cohort (or longitudinal) rates measure what happens to a single group (or cohort) of students over a period of time. This can be crucial in understanding the full impact of education policies (e.g. early childhood education) or other factors. Cohort rates reveal how many students in a single age group (or in a specific grade in school) drop out over time. Cohort rates also allow the calculation of how many dropouts from the cohort eventually complete high school with a diploma or an alternative credential. This measure provides information regarding what happens to students in U.S. schools as they grow--but does not include others (such as immigrants) who were not enrolled in U.S. schools. **Note:** This dropout rate is the one most frequently used by researchers.

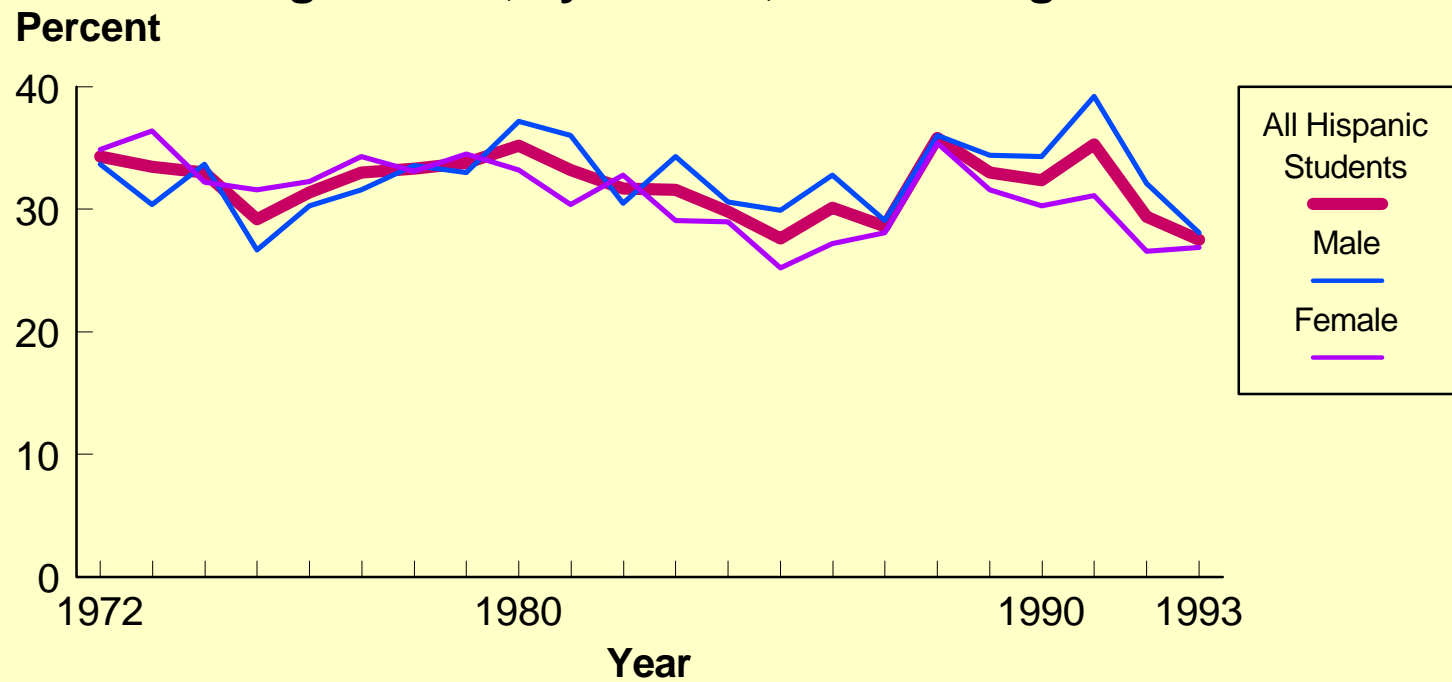
**Cohort Dropout Rate from 8th to 12th Grade
1988 to 1992**



Sources: NCES: *Dropout Rates in the U.S., 1993*; *Condition of Education, 1993*; and *Condition of Education, 1994*. The *Condition of Education* groups Puerto Ricans with "foreign born."

The dropout rate for female Hispanic students is lower than for males.

**Status Dropout Rate for Hispanic Students,
Ages 16-24, by Gender, 1972 through 1993**

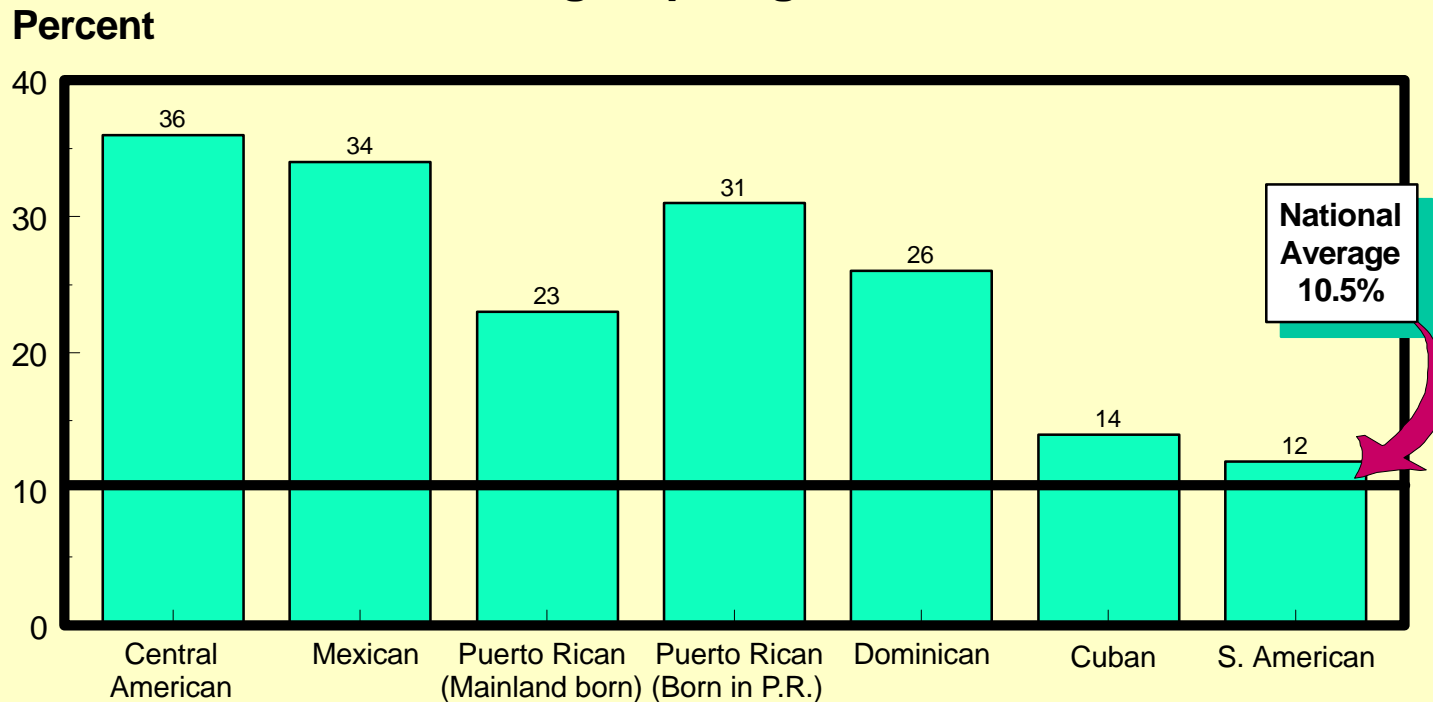


Source: NCES, Dropout Rates in the United States: 1993.

Our Nation's Hispanics are diverse.

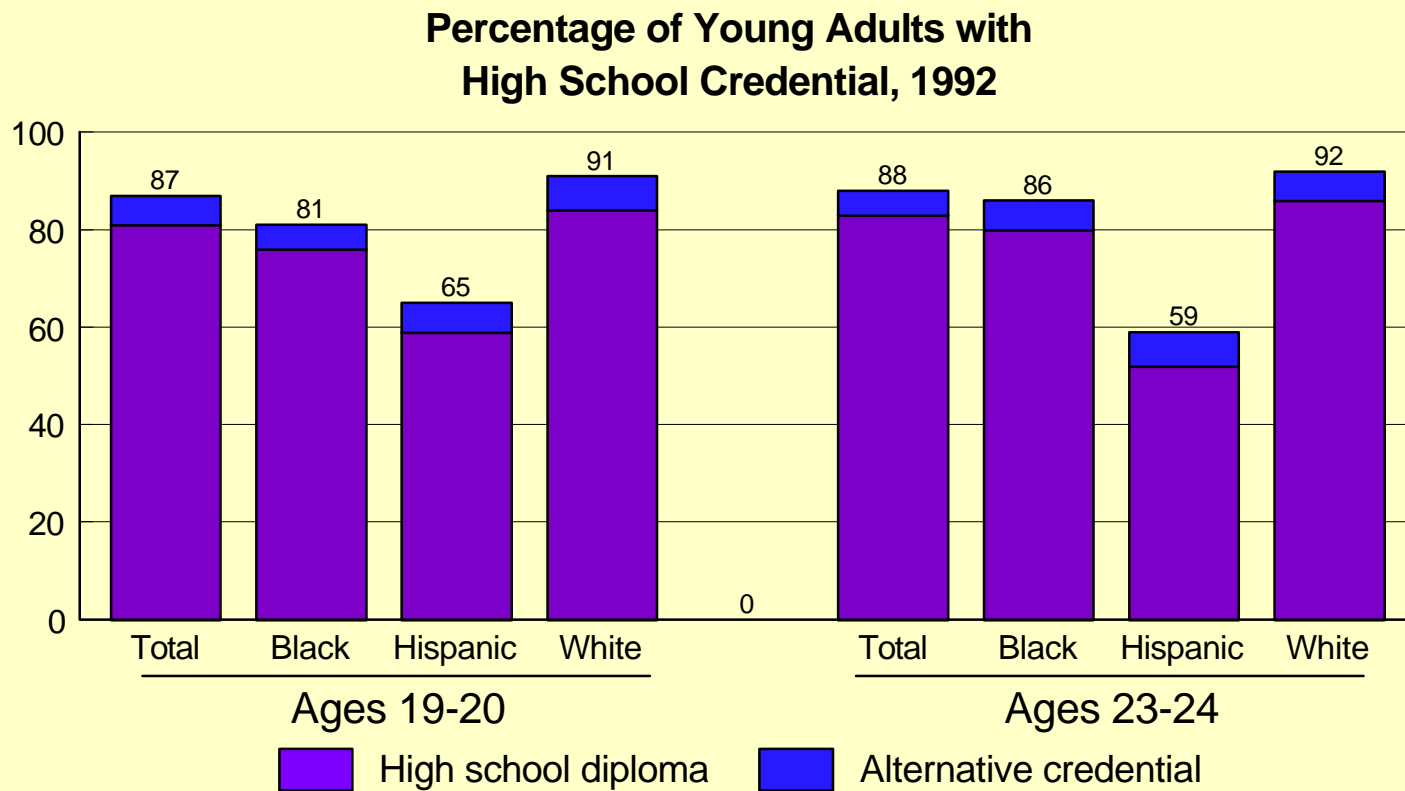
The status dropout rate for Cuban Americans is close to the national average. The rate for Mexican Americans is 3 times greater.

1990 Status Dropout Rates for Various Hispanic Subgroups Aged 16-24



Source: GAO, Hispanics' Schooling: Risk Factors for Dropping out and Barriers to Resuming Education, 1994.

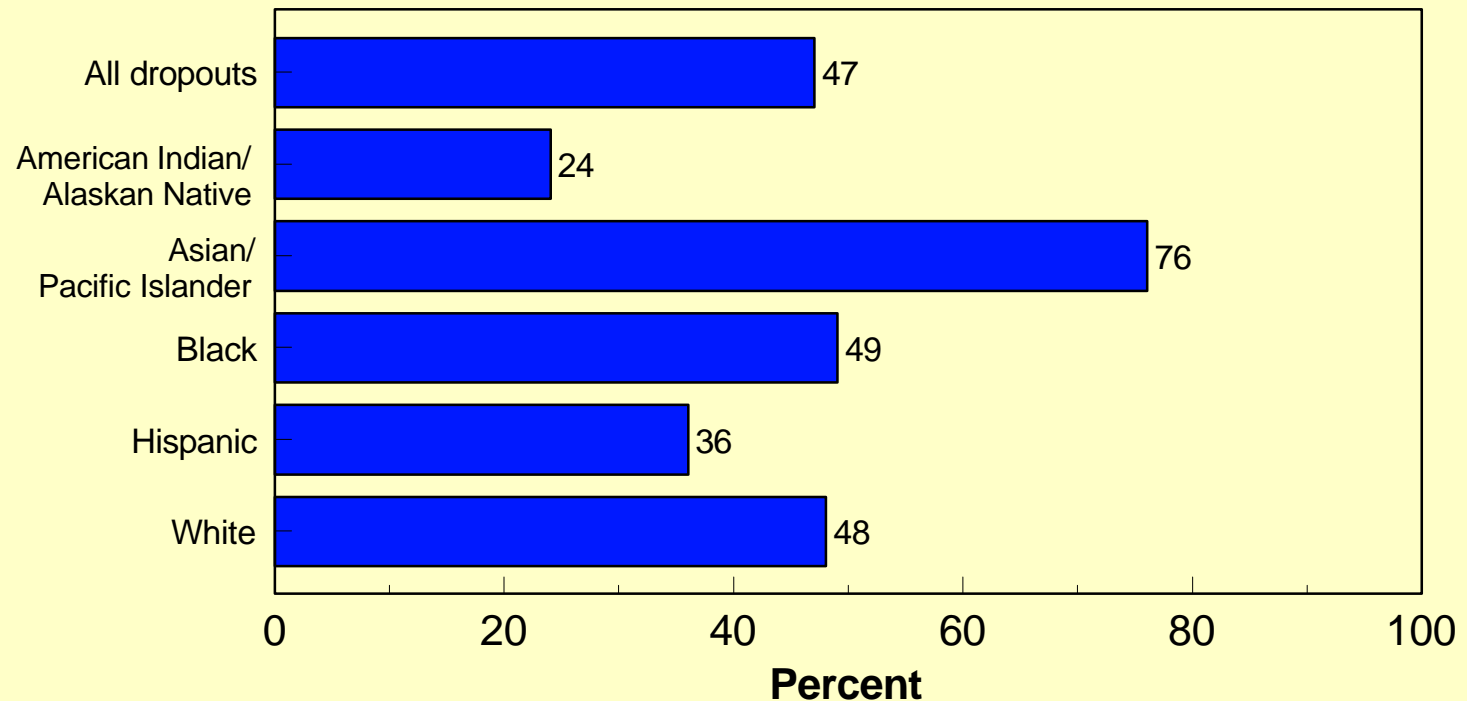
Hispanic students have low high school completion rates.



Source: National Center for Education Statistics and Management Planning Research Associates, Inc., 1993.

Thirty-six percent of Hispanic students who dropped out returned and completed high school within the following six years.

Percentage of 1980 Sophomores who Dropped Out, but then Returned and Completed High School by 1986

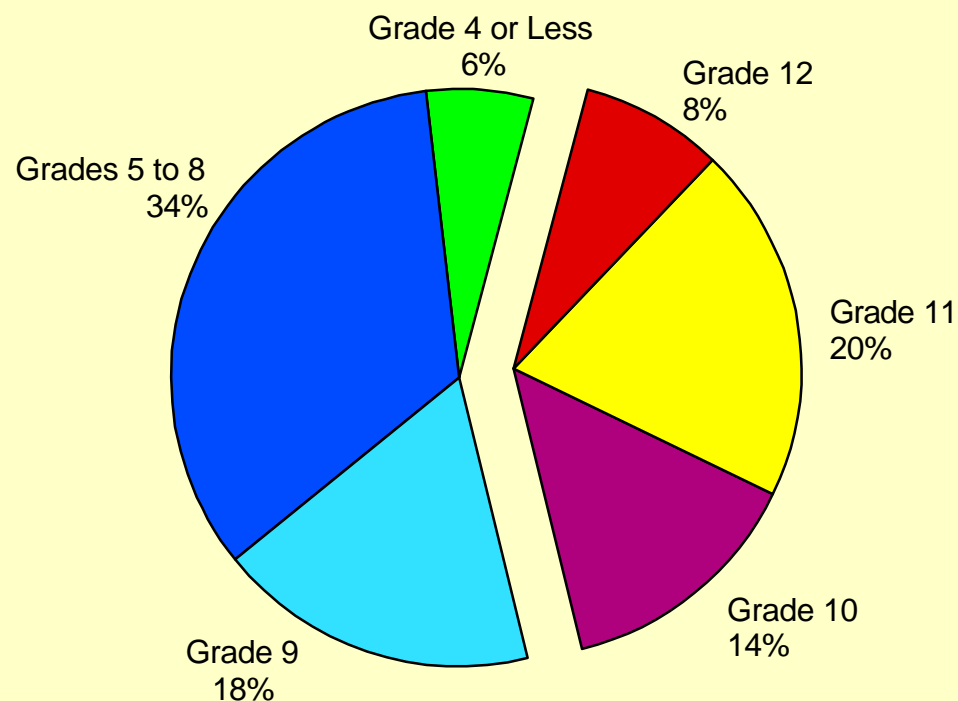


Source: National Center for Education Statistics, 1989.

Hispanics are leaving school early.

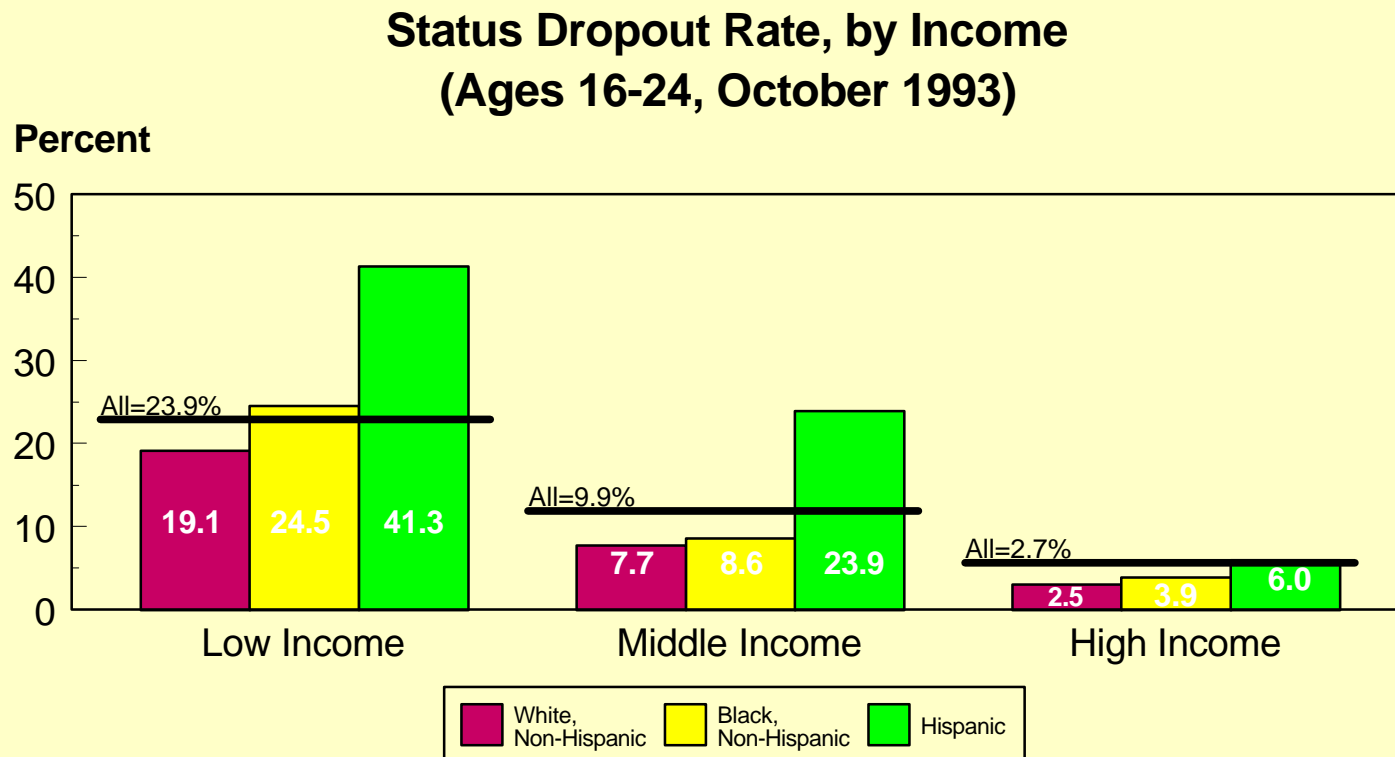
Fifty-eight percent of Hispanic status dropouts have less than a 10th grade education.

Educational Attainment of Hispanic Status Dropouts
Percentage of Hispanic Students Attaining
Each Level, Age 16-24, October 1993



Source: NCES, *Dropout Rates in the U.S.*, 1993.

Hispanic dropout rates are about double those of other Americans at every income level.

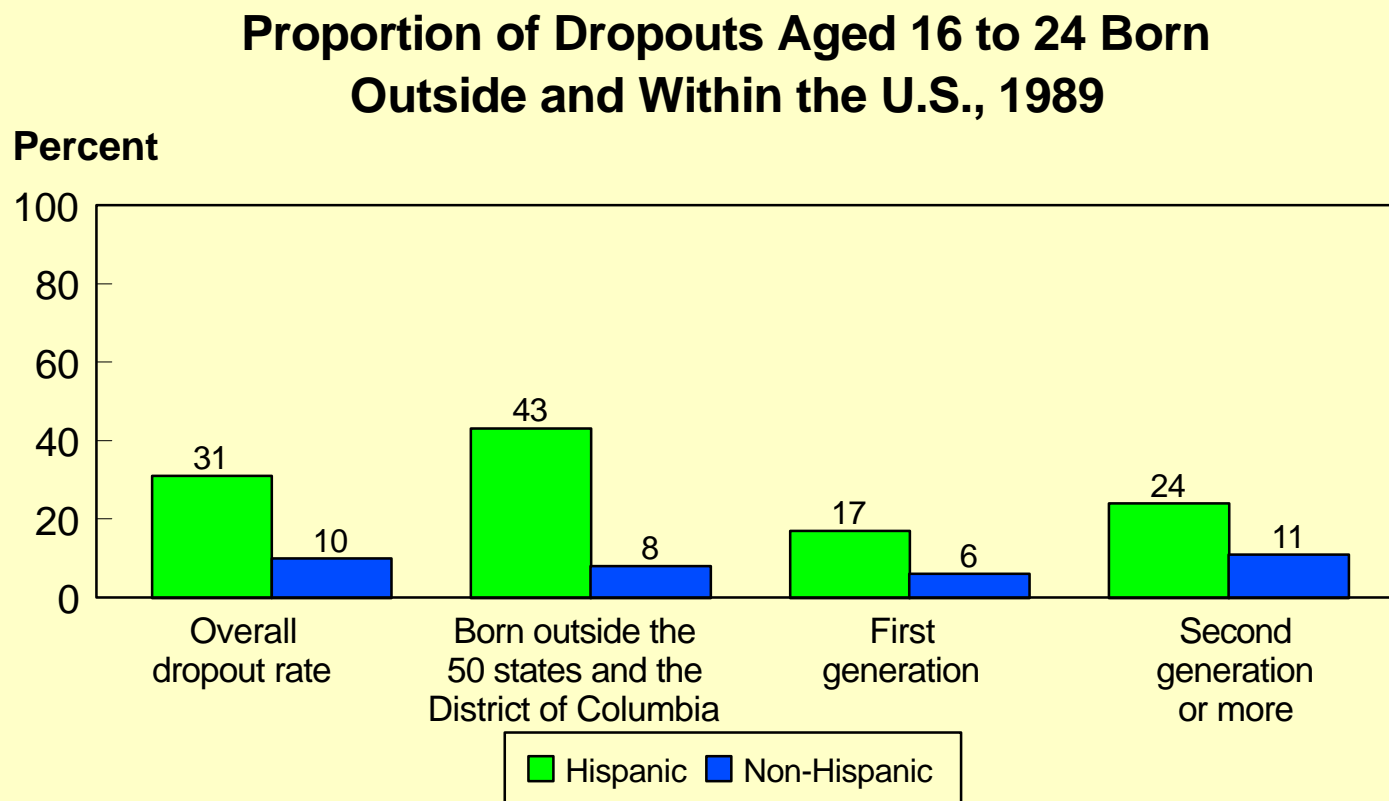


Note: High income is the 20% of all incomes, middle income is 20-80% of all incomes, and low income is the bottom 20% of all incomes.

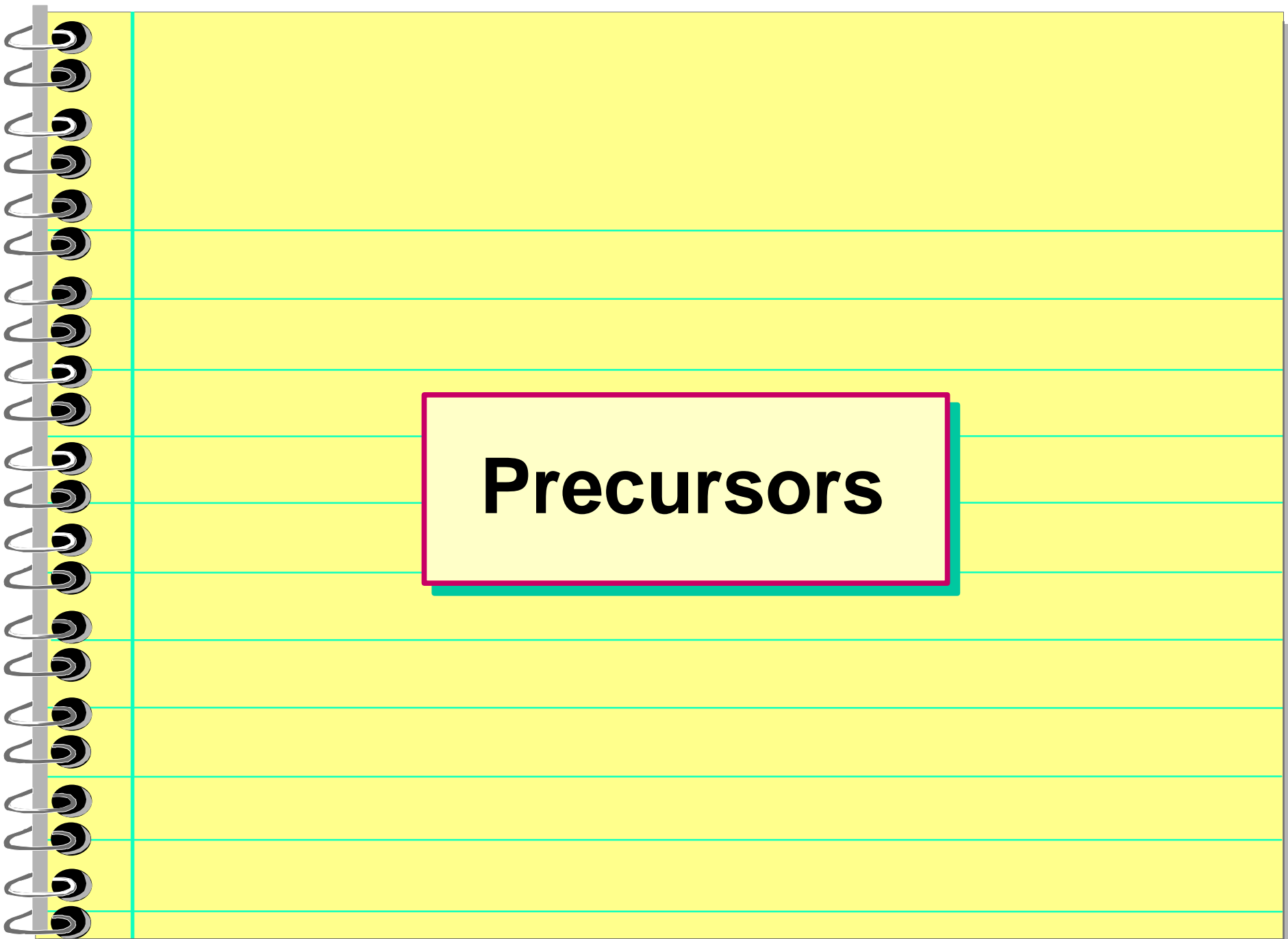
Source: U.S. Department of Education, National Center for Education Statistics, Dropout Rates in the U.S.: 1993.

Intergenerational Analysis of Dropouts

The dropout rate for Hispanic students is more than double that of non-Hispanic students.

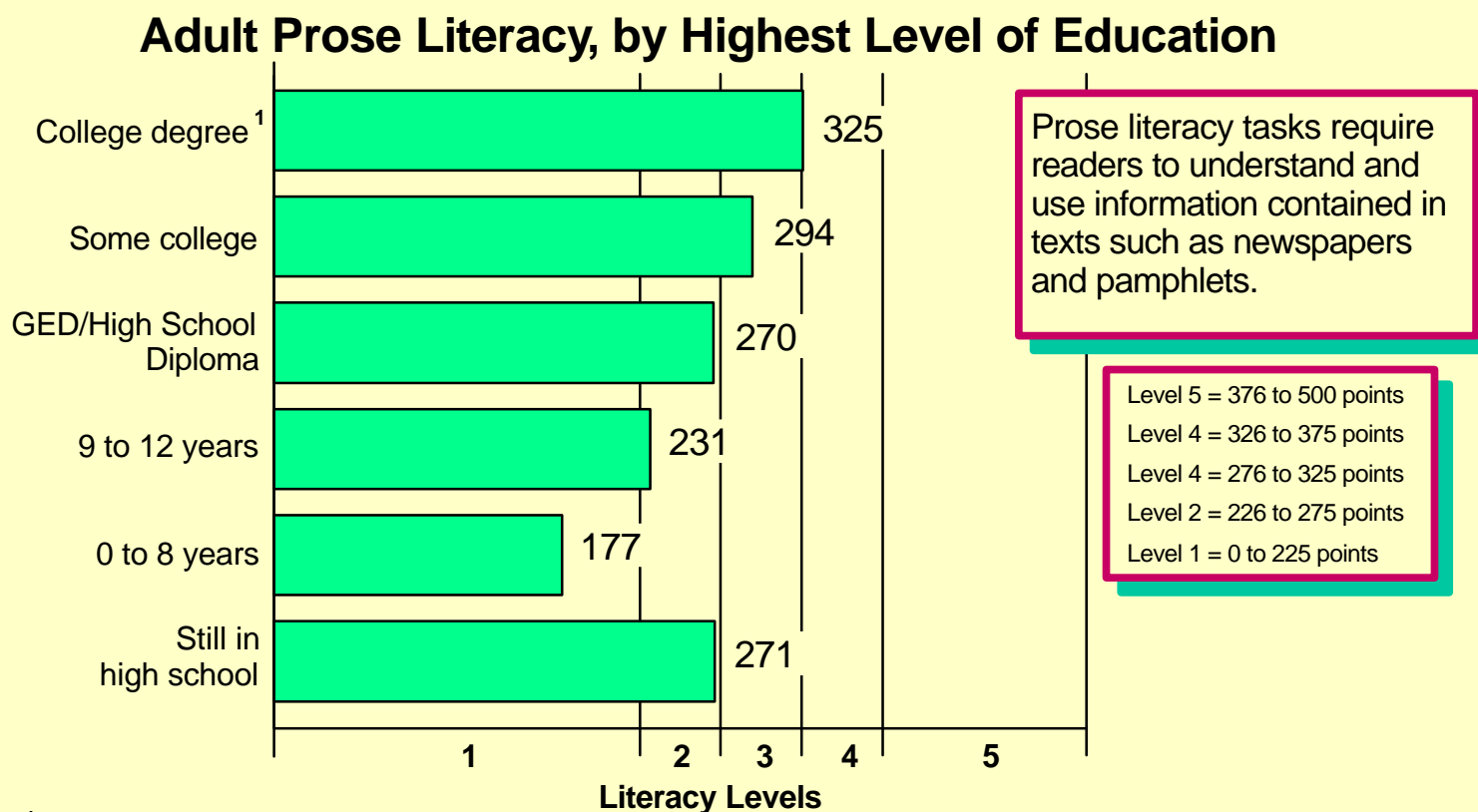


Source: National Center for Education Statistics, 1992.



Precursors

Adult prose literacy scores are lowest for adults who did not complete high school.

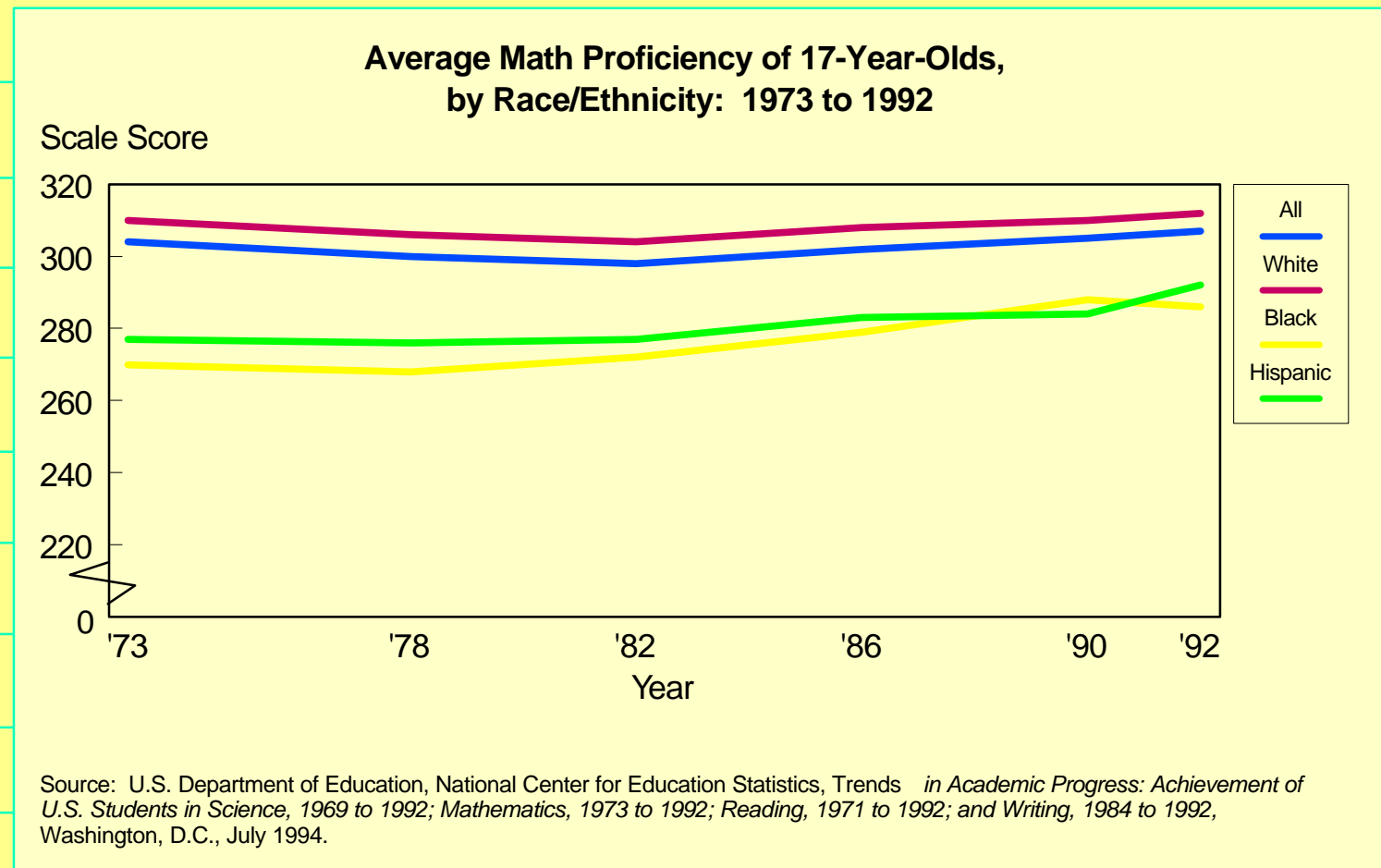


¹Includes 2-year, 4-year, graduate, and professional degrees

Source: U.S. Department of Education, National Center for Education Statistics, 1993.

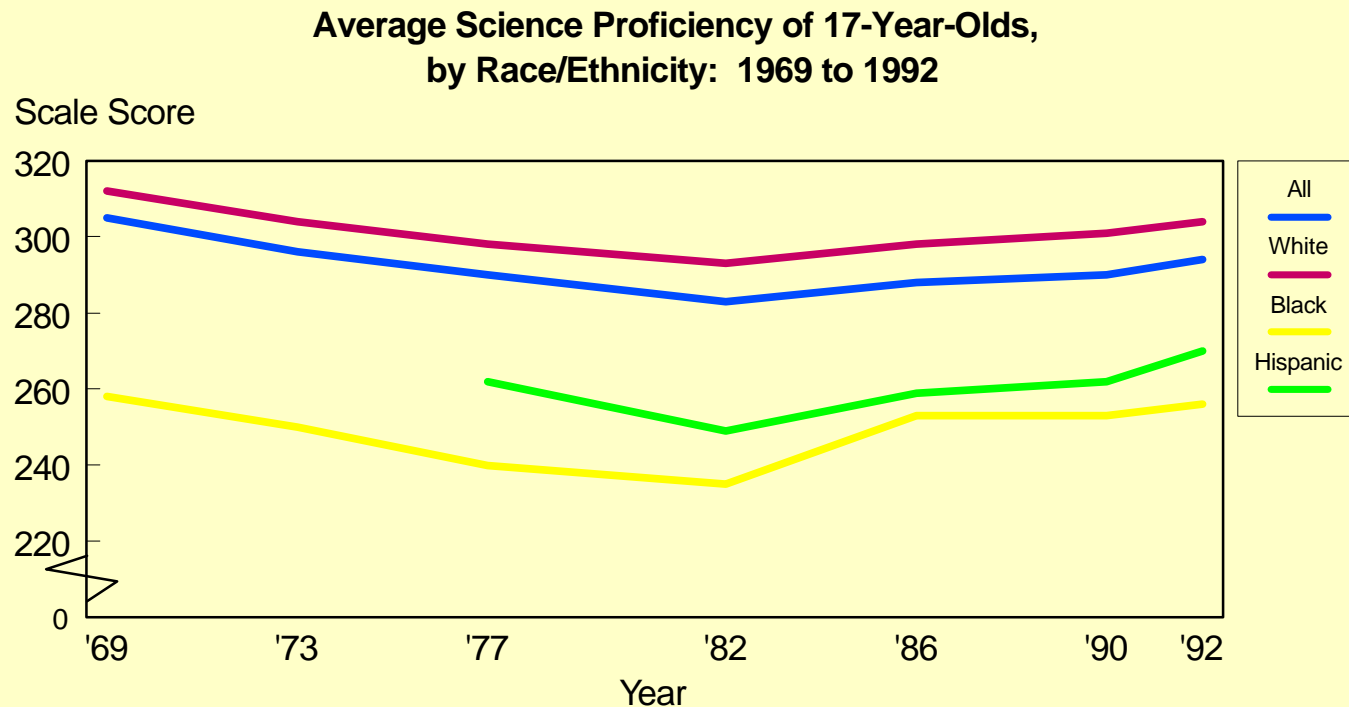
Low academic achievement is a precursor of dropping out.

The math proficiency of Hispanic students is comparable to black students.



Low academic achievement is a precursor of dropping out.

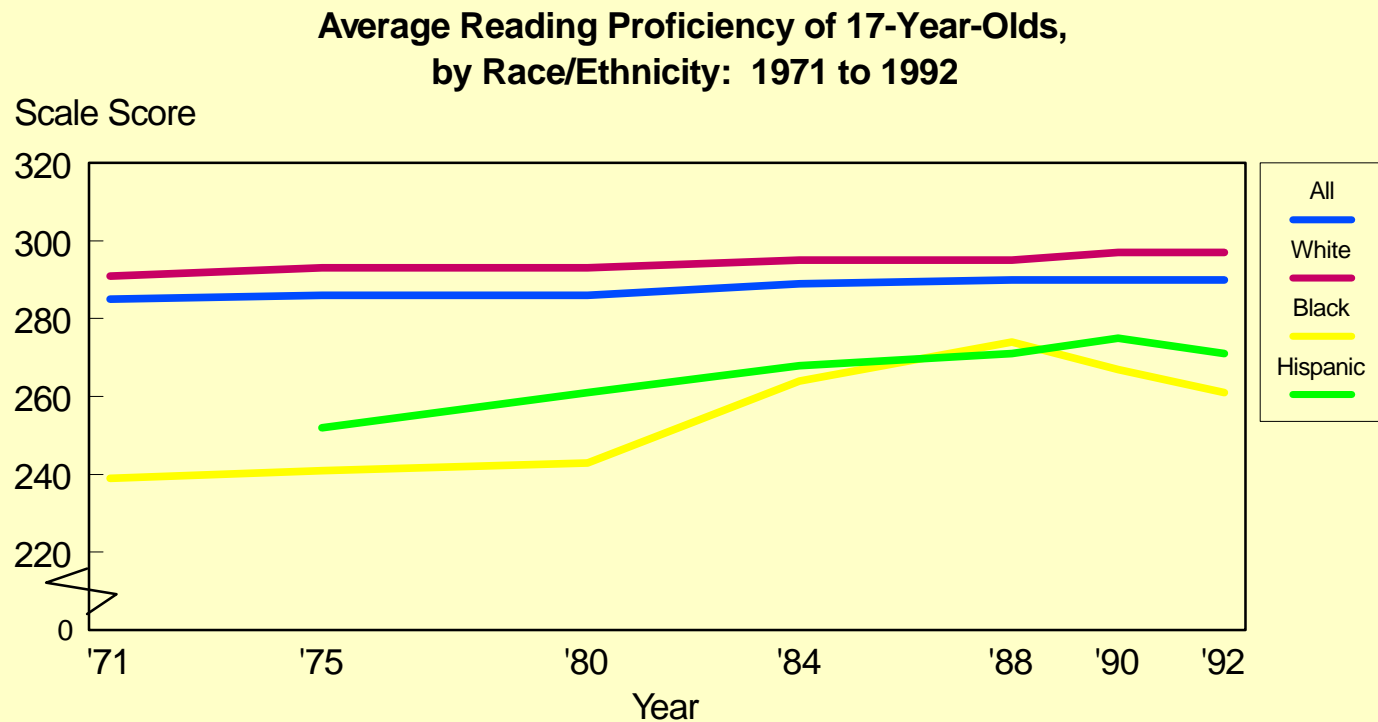
The science proficiency of Hispanic students is comparable to black students.



Source: U.S. Department of Education, National Center for Education Statistics, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992; Mathematics, 1973 to 1992; Reading, 1971 to 1992; and Writing, 1984 to 1992*, Washington, D.C., July 1994.

Low academic achievement is a precursor of dropping out.

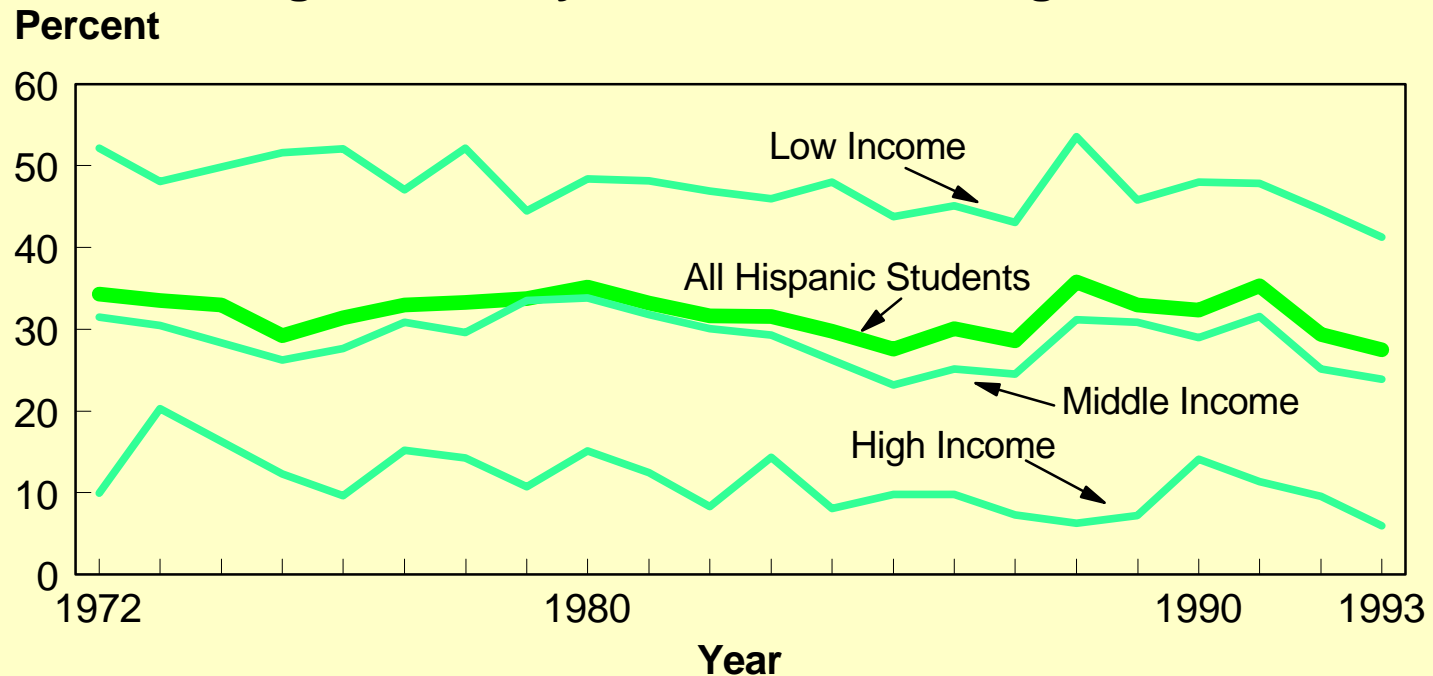
The reading proficiency of Hispanic students is comparable to black students.



Source: U.S. Department of Education, National Center for Education Statistics, Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992; Mathematics, 1973 to 1992; Reading, 1971 to 1992; and Writing, 1984 to 1992, Washington, D.C., July, 1994.

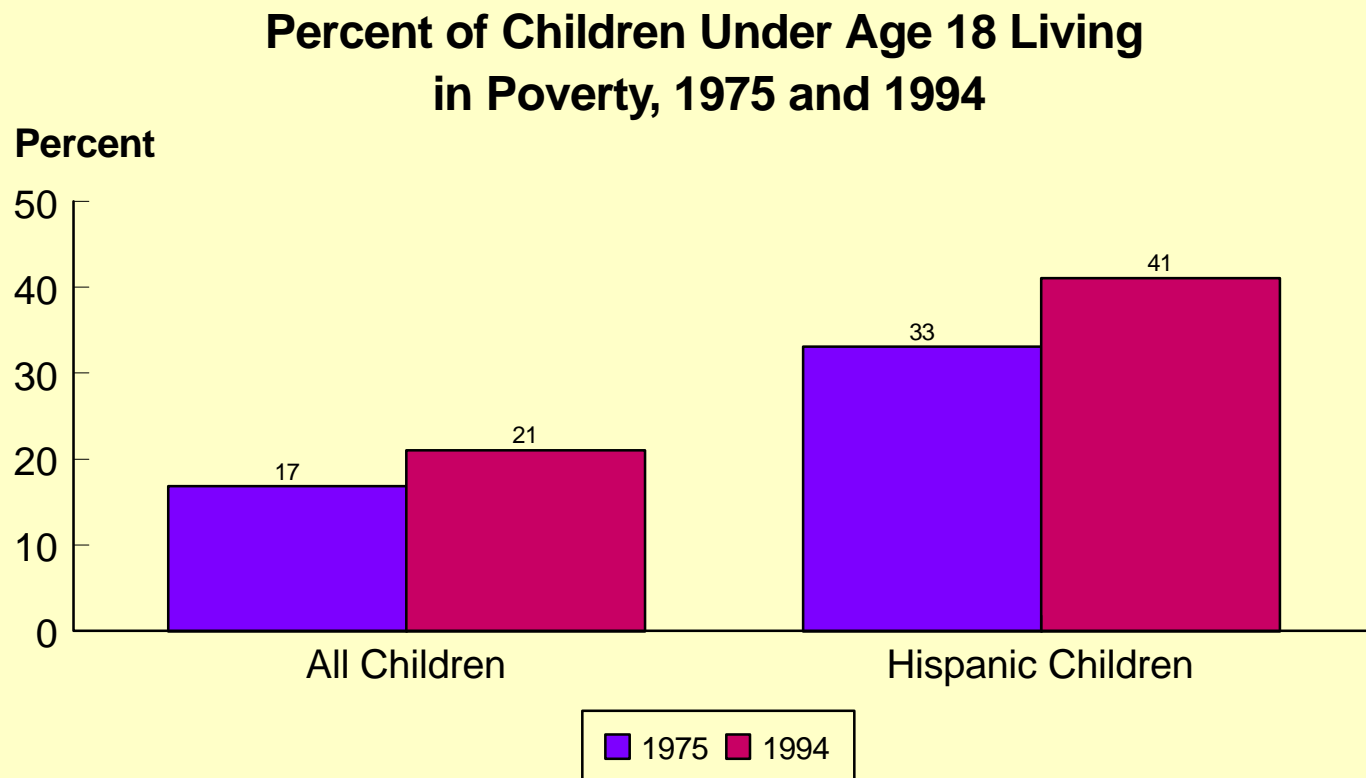
The dropout rate for Hispanic students is highest for low-income students.

**Status Dropout Rate for Hispanic Students,
Ages 16-24, by Income, 1972 through 1993**



Source: NCES, Dropout Rates in the United States: 1993.

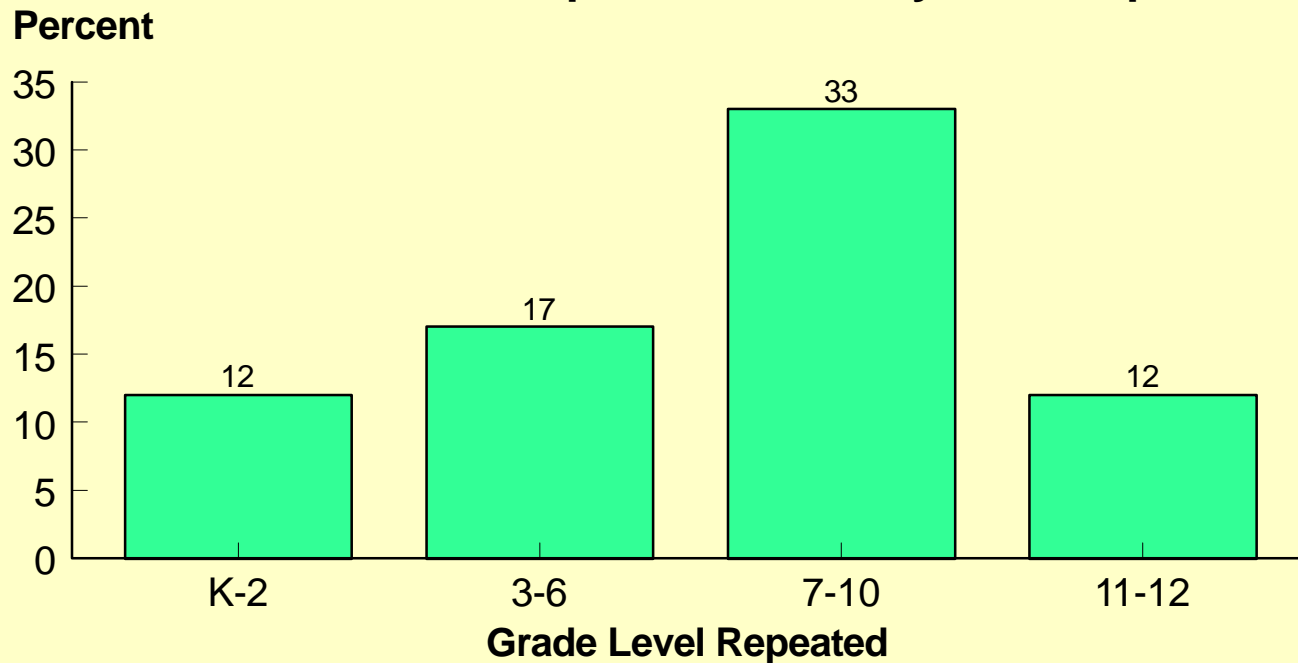
**Two in five Hispanic children live in poverty --
twice the poverty rate for all children.**



Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, 1996.

Students who are held back in grades 7-10 are more likely to drop out of school.

Percentage of 16- to 24-Year-Olds Who Repeated a Grade and are Dropouts in 1992, by Grade Span

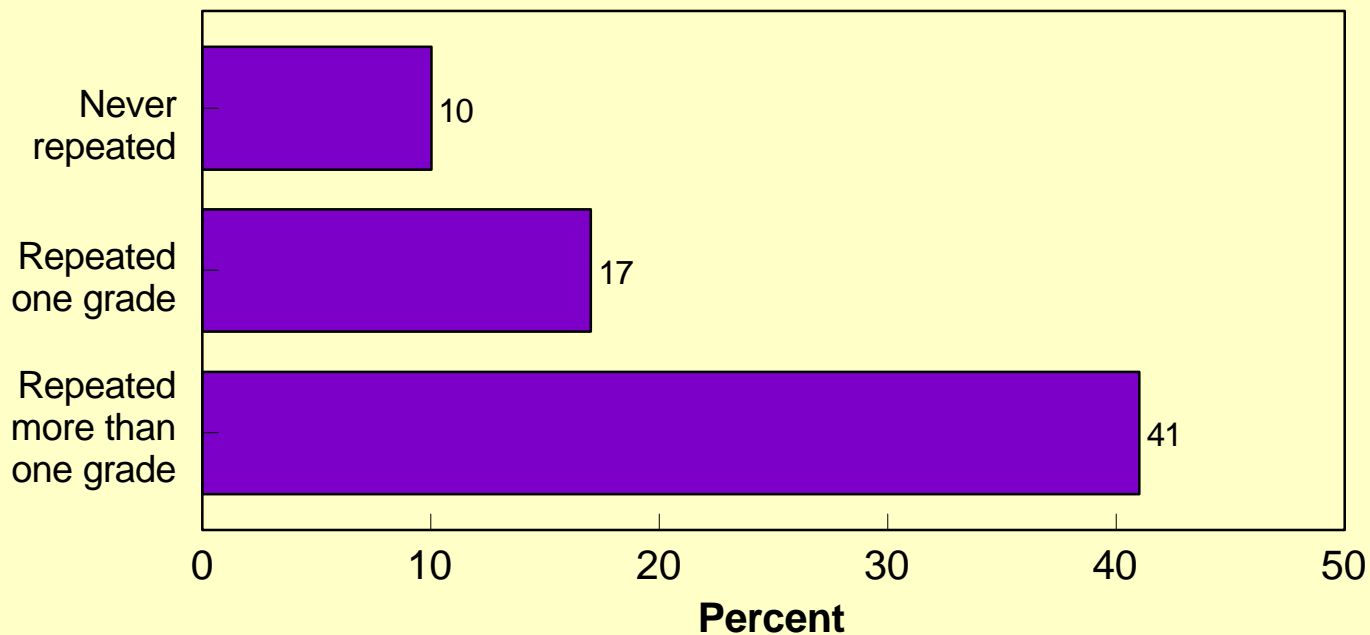


Source: NCES, The Condition of Education, 1994.

Grade Retention and Dropout Rates

The dropout rate for 16- to 24-year-olds who had repeated at least one grade was more than double that for those who had never been retained.

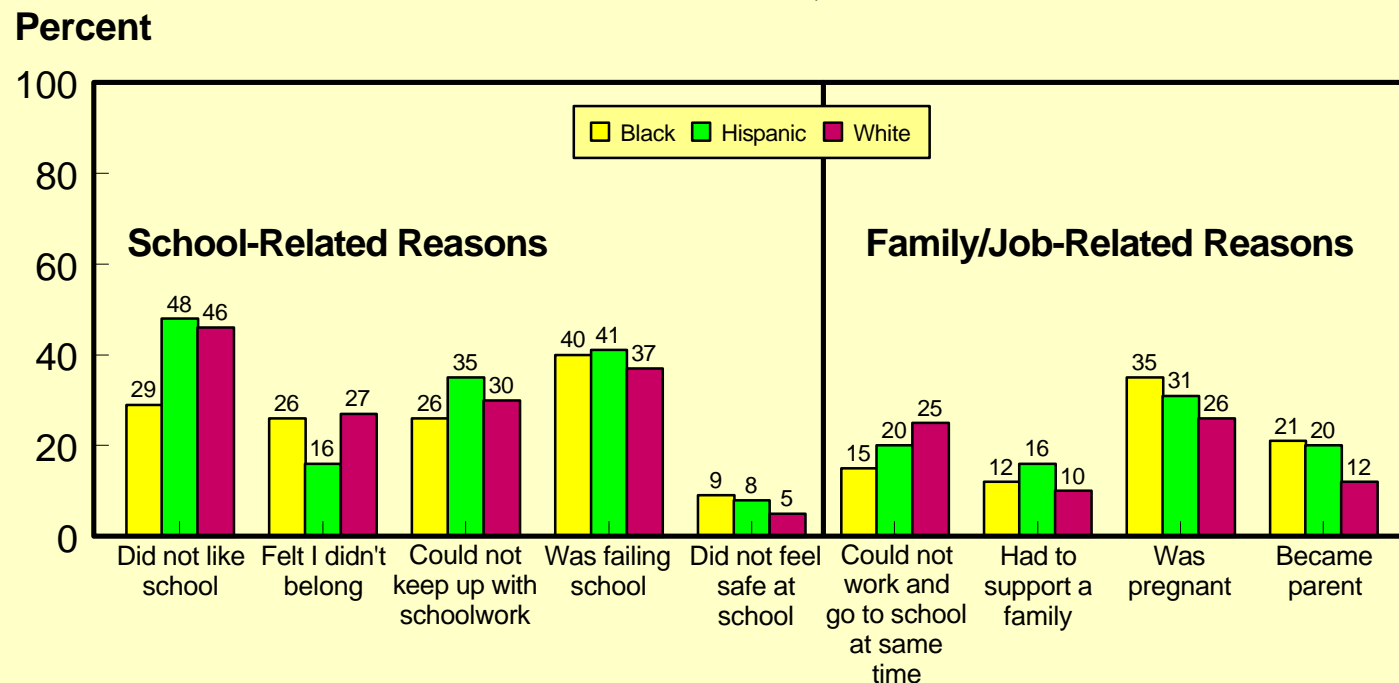
**Percent of Students who Drop Out,
by Number of Grades Repeated, 1992**



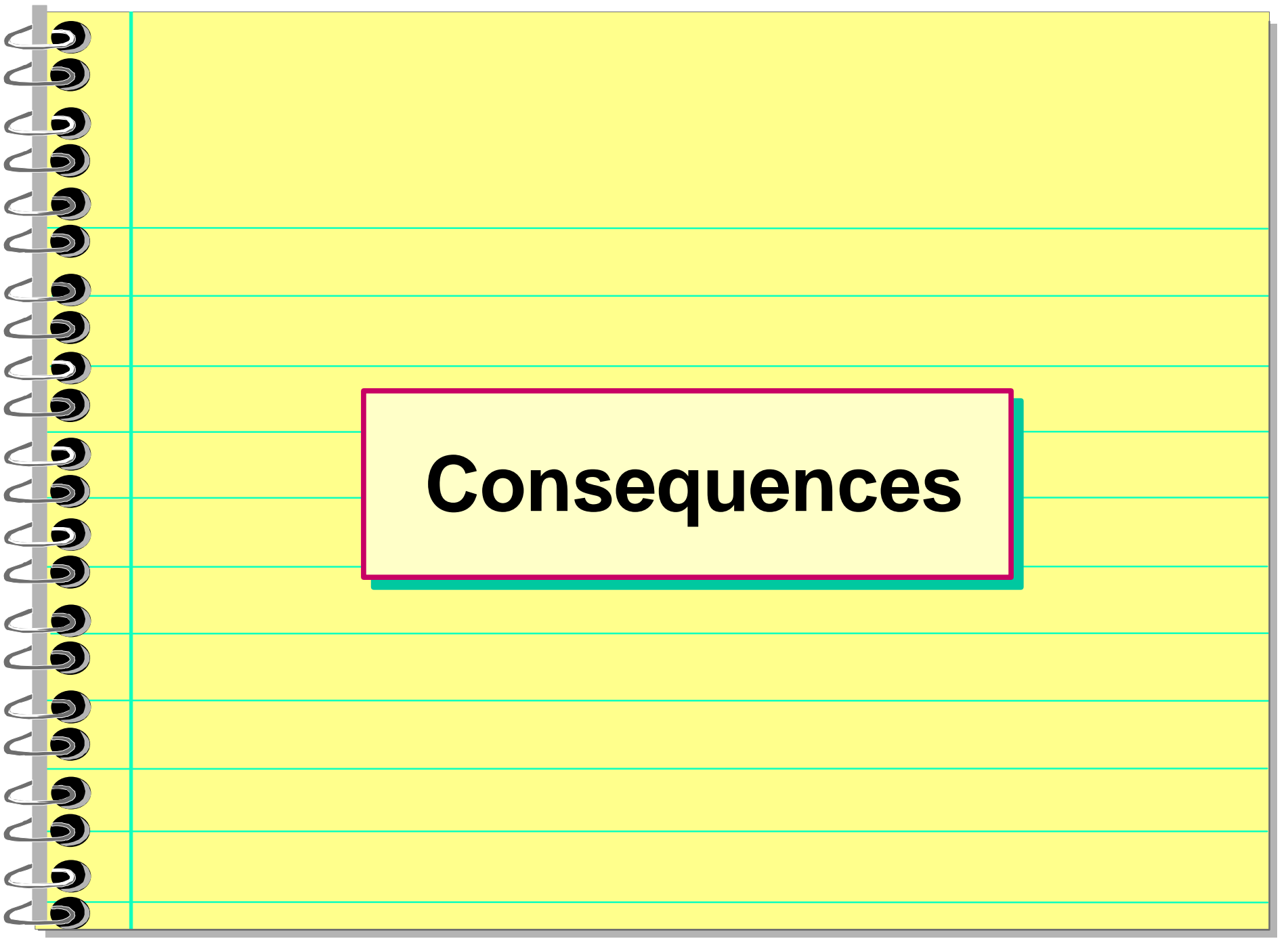
Source: NCES, The Condition of Education, 1994.

Hispanics and blacks are more likely than whites to cite family-related factors as reasons for dropping out.

Percentage of Dropouts Between the 10th and 12 Grades who Reported the Following Reasons for Dropping out of School, 1992



Source: National Center for Education Statistics, 1993.



Consequences

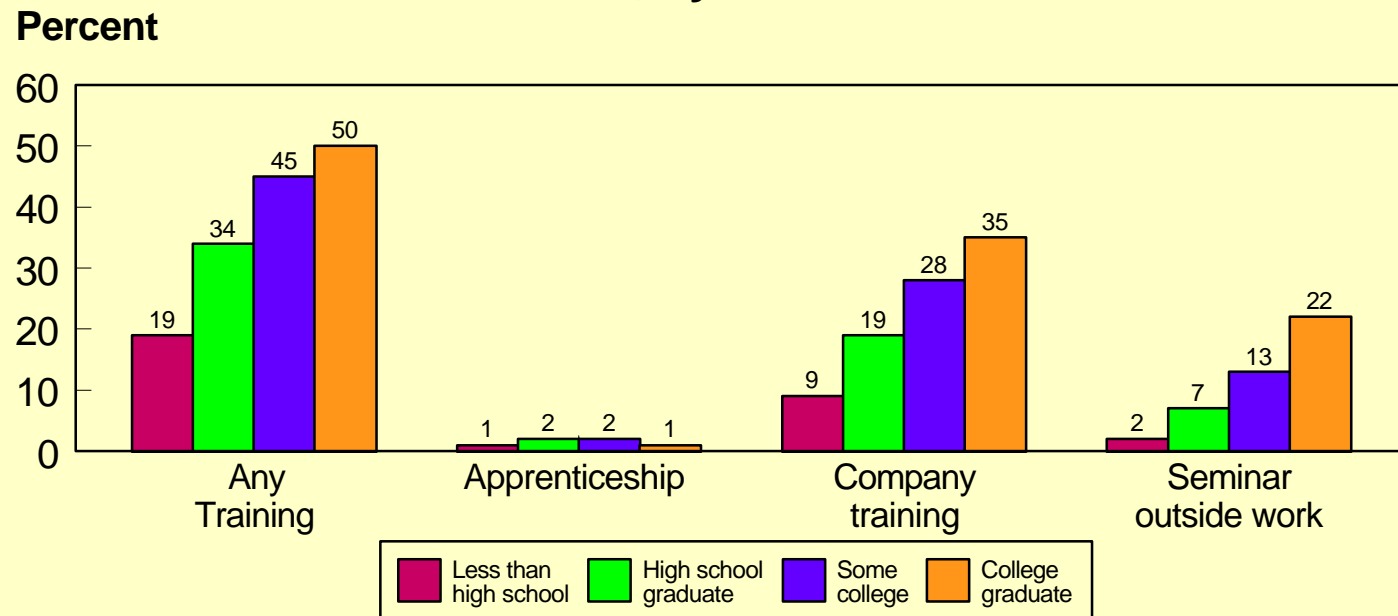
Myth:

Dropouts will pick up job-relevant training later

Fact:

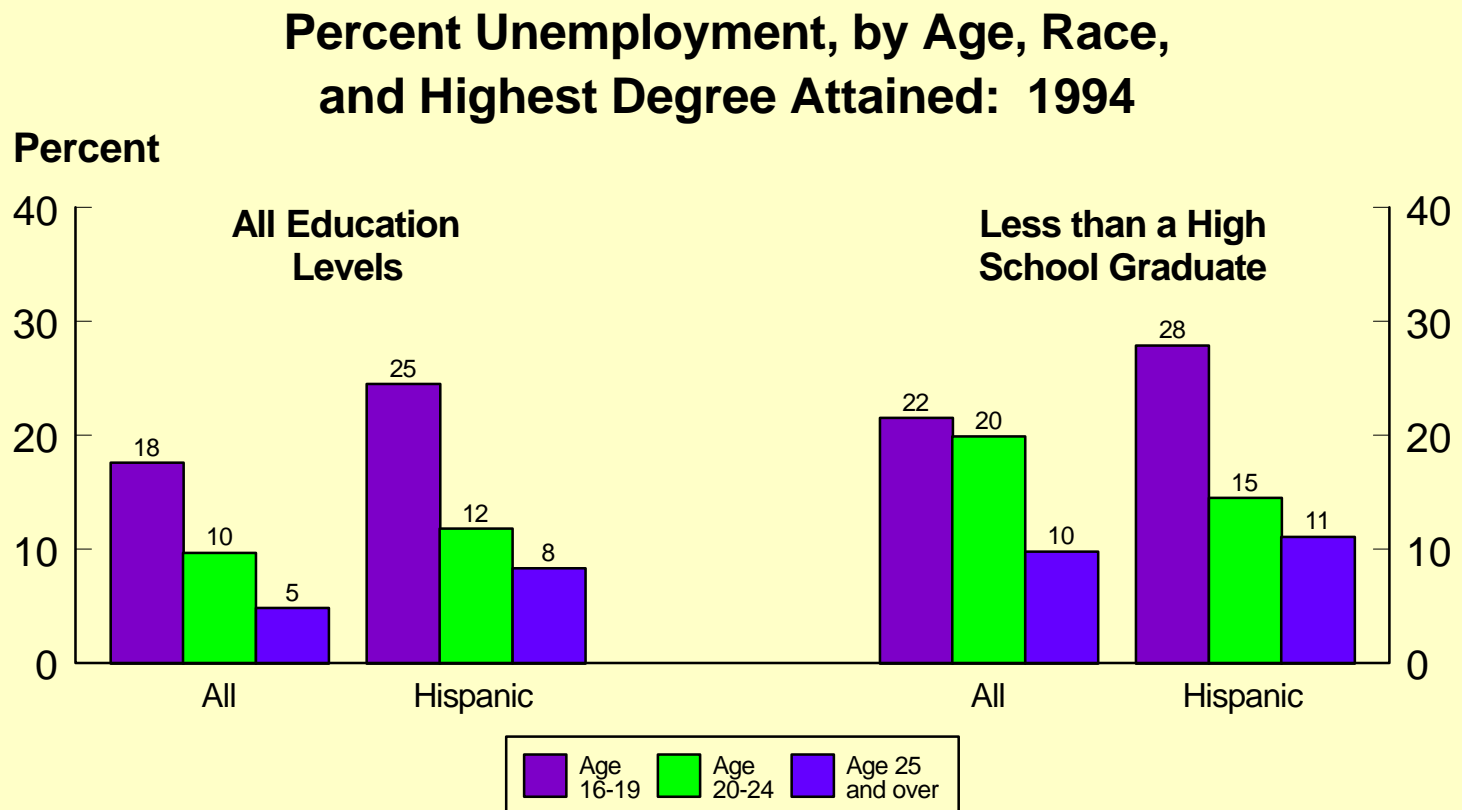
Dropouts receive less training

**Percent of Individuals Ages 21-29 in 1986
who Received Training Anytime Between
1986 and 1991, by Level of Education**



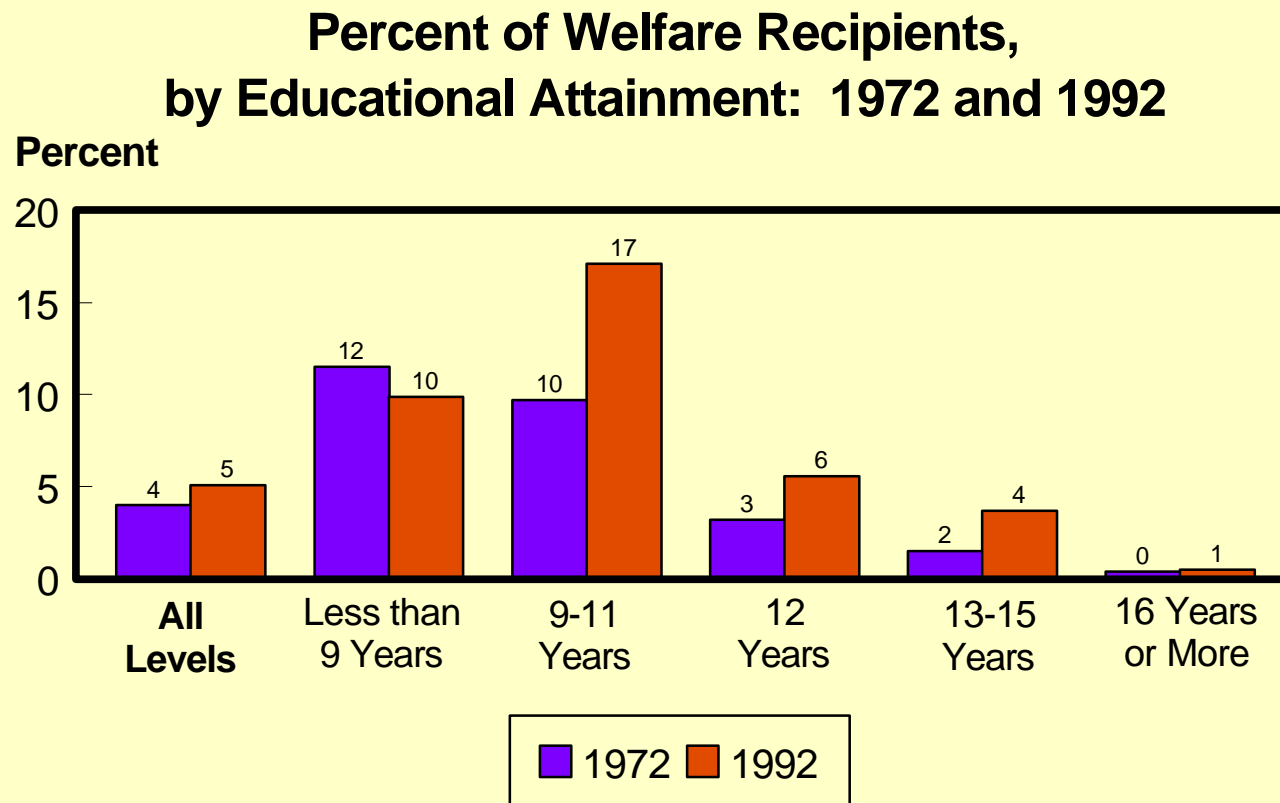
Source: Department of Labor, Report on the American Workplace, 1994.

Hispanic dropouts are unemployed more often.



Source: NCES, Digest of Education Statistics, 1995.

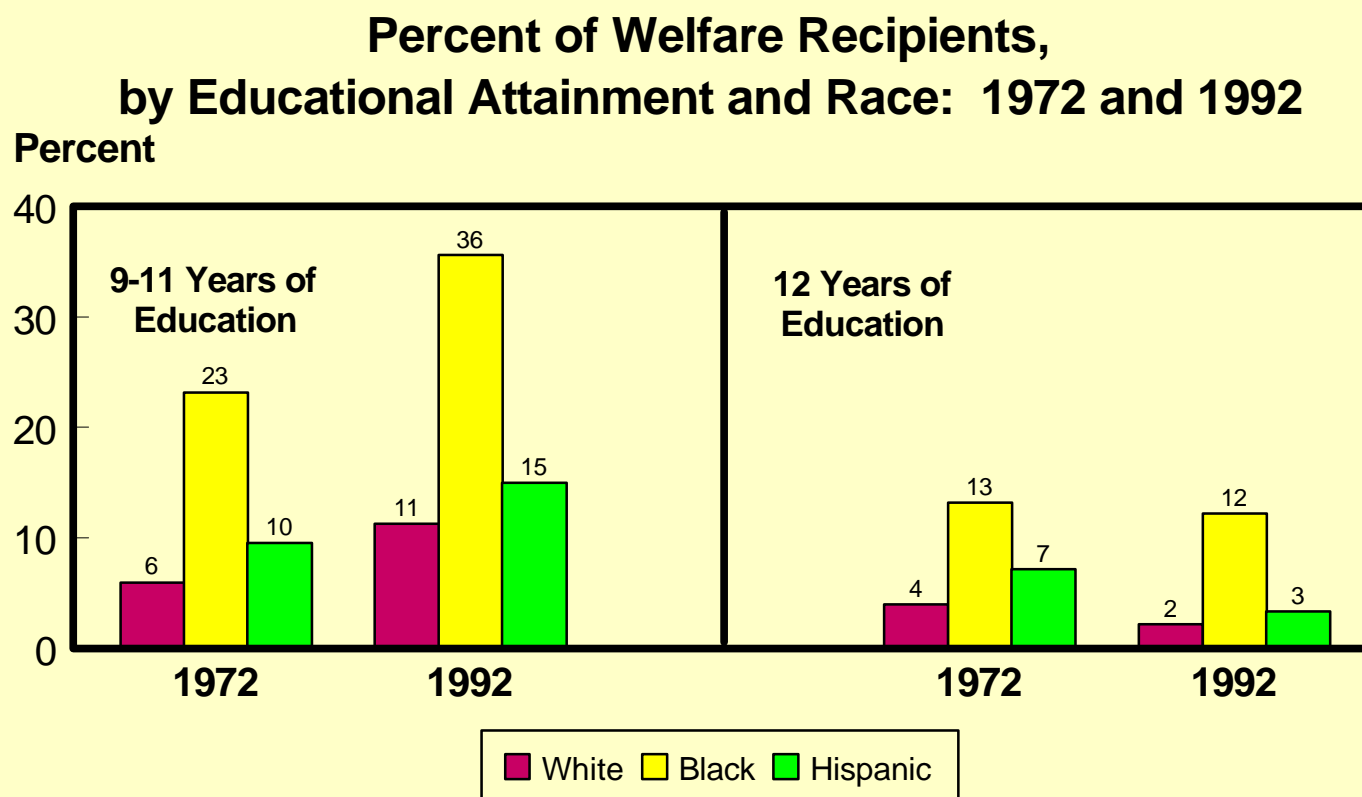
In 1992, high school dropouts were more likely to be on welfare than high school graduates.



★ In 1992, high school dropouts were more than 4 times more likely to receive income from AFDC or public assistance than high school graduates who did not go on to college (27% vs. 6%).

Source: NCES, The Condition of Education, 1995.

From 1972 to 1992, the percent of Hispanic students on welfare with 9-11 years of education increased while the percent of Hispanic high school graduates on welfare decreased.

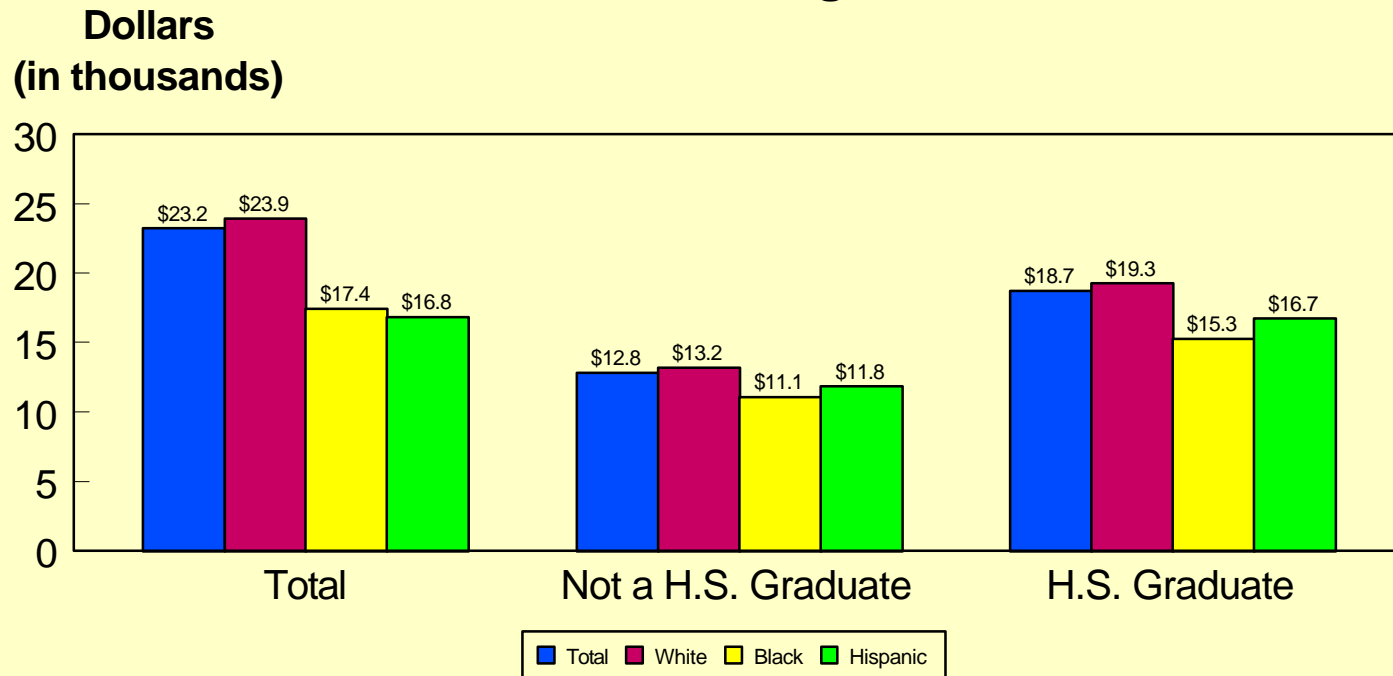


Note: This graph does not include students who drop out with less than 9 years of education.

Source: NCES, The Condition of Education, 1995.

Annual Earnings for Hispanic high school graduates are almost \$5,000 higher than Hispanics who do not graduate.

Mean 1992 Earnings by Educational Attainment and Race, for Persons Aged 18 and Over



Source: NCES, The Condition of Education, 1995.

The Million Dollar Difference

What if just one school had all Hispanic students completing school in just one graduating class?

	<u>All Schools</u>	<u>Urban Schools</u>
✓ Average high school size	510	510
✓ Average number of Hispanics	60	112
✓ Average number of Hispanic students per graduating class	15	28
✓ Average number of Hispanic dropouts per graduating class	2.75	5
✓ Average gain in lifetime earnings for all workers from completing high school		
\$212,060 X number of dropouts	\$583,165	\$1,060,300

If the average American high school had all its Hispanic students graduating, it would result in over half a million dollars in increased earning potential for each graduating class. In the average urban high school, the gain is over a million dollars per graduating class.

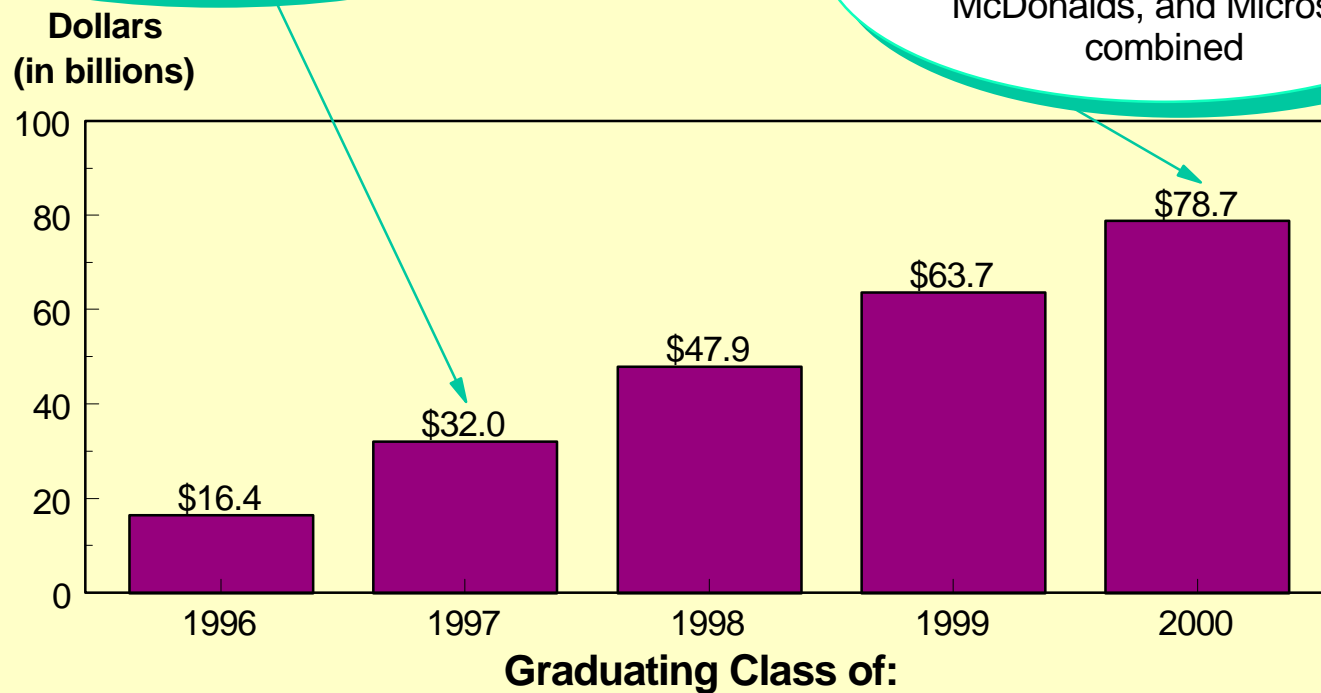
A small difference of a few students a year in a high school can make a huge difference in their lives, in the community, and for America.

Note: The gain in lifetime earnings figure of \$212,060 is for all workers.

If all Hispanic students completed high school, the lifetime earnings gain would be large.

Nearly equal to the total assets in 1994 of Disney, McDonalds, and Microsoft combined

Greater than the total assets in 1994 of Boeing, Coca Cola, Disney, General Mills, Kellogg, McDonalds, and Microsoft combined



Source: NCES, Dropout Rates in the U.S.: 1993, Department of Labor, Report on the American Workforce, 1994, and the "BusinessWeek 1000," BusinessWeek, March 27, 1995.

Charge to the Hispanic Dropout Project:

- ✓ Find out what works
- ✓ Identify concrete, practical strategies that meet the needs of Hispanic students and the nation to increase achievement and school completion